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# ACLS

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## NEWSLETTER

AMERICAN COUNCIL OF LEARNED SOCIETIES  
A MEMBER OF THE INTERNATIONAL UNION OF ACADEMIES

Volume XII

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Number Six

### GRANTS IN AID OF RESEARCH

In a competition which closed February 15, 1961 the ACLS has awarded grants to fifty-five scholars for research in the humanities and related social sciences. The recipients, severally, are affiliated with thirty-eight colleges and universities and two other academic institutions in twenty states and Canada. The grants may be used for travel necessary to gain access to materials (including personal maintenance), research or clerical assistance, and the reproduction or purchase of materials.

Those awarded grants, their fields of teaching, institutions, and subjects of research are:

Paul J. Alpers, Department of English, Harvard University: The nature and rationale of the sensuousness of Spenser's poetic language, with particular reference to its pictorial qualities

Warren O. Ault, Boston University: Agrarian by-laws in Medieval England

Bernard V. Bothmer, Department of Ancient Art, The Brooklyn Museum: Corpus of late Egyptian sculpture

Arthur W. Brown, Department of English, Syracuse University: Critical study of the life, writings, and significance of Margaret Fuller, with annotations and bibliography

Howard M. Brown, Department of Music, University of Chicago: Bibliography of printed instrumental music to 1600

John S. Brushwood, Department of Romance Languages, University of Missouri: Study of literary theory as expressed in the major literary reviews of Mexico in the 20th century

Robert E. Burns, Department of History, University of Notre Dame: Anglo-Irish politics during the age of the American Revolution

Alexander Cambitoglou, Department of Classics and Near East Archaeology, Bryn Mawr College: Ancient Athenian vases

Rosemary E. Cowler, Department of English, Lake Forest College: An edition of the prose works of Alexander Pope, 1721-44

Gordon B. Dodds, Department of History, Knox College: Biography of Hiram Martin Chittenden

Ethelbert T. Donaldson, Department of English, Yale University: Edition of the B-Text of *Piers Plowman*

Richard S. Dunn, Department of History, University of Pennsylvania: Comparative study of the revolution of 1688-89 in England and the United States

Lloyd D. Easton, Department of Philosophy, Ohio Wesleyan University: The nature, influence, and European relations of Hegelianism in 19th century Ohio

Leonard K. Eaton, Department of Architecture, University of Michigan: Studies in the landscape architecture of Jens Jensen

Robert C. Elliott, Department of English, Ohio State University: French utopian literature, the 18th and 19th centuries

William Elton, Department of English, University of California, Riverside: Study of the intellectual backgrounds and occasional significances of Shakespeare's *Troilus and Cressida*

Leslie A. Fiedler, Department of English, Montana State University: Fiction of the 1930's in the United States

Russell A. Fraser, Department of English, Princeton University: Publication subsidy: *The Court of Virtue*

Svend E. Frederiksen, Arctic Institute, Catholic University of America and Sanz School of Languages: Trip to Alaskan Arctic to record and check traditions in Eskimo

Paul M. Gaston, Department of History, University of Virginia: Completion of book: *The New South Creed*

Leo Gershoy, Department of History, New York University: Publication subsidy: *Bertrand Barere: A Reluctant Terrorist*

Donna L. Gerstenberger, Department of English, University of Washington: Completion of book: *A Yeats Handbook*

Bernard M. Goldman, Department of Art History, Wayne State University: The Synagogue, the sources and form of Judaic art in the Ancient East

Edward Grant, Department of History and Logic of Science, Indiana University: Latin editions of two treatises by Nicole Oresme on mathematical proportionality accompanied by English translations, introductions, and analyses

Charles E. Hamm, Department of Music, Tulane University: A study of the manuscript Trent 87, with concentration on mensural practice

Philip C. Hammond, Jr., Department of Biblical Studies, Princeton Theological Seminary: Excavation at the Main Theater, Petra

Lawrence E. Harvey, Department of Romance Languages, Dartmouth College: The life and works of Samuel Beckett

Edmund Heier, Department of German and Russian, University of Waterloo: Study of the Nicolays in Russia, 1769-1817

Edith F. Helman, Department of Modern Languages, Simmons College: Literary context of Goya's *Caprichos*

Erich Hertzmann, Department of Music, Columbia University: The Mozart-Attwood papers

Frances Ingemann, Department of English, University of Kansas: Investigation into the acoustic properties of nasal and fricative sounds

Wendell S. Johnson, Department of English, Smith College: Victorian literature and art, 1850-70

Frederick R. Karl, Department of English, City College of New York: Completion of book: *The Collected Letters of Joseph Conrad*, three volumes

Gwin J. Kolb, Department of English, University of Chicago: Studies in selected works of Samuel Johnson

Sydney J. Krause, Department of English, University of Akron: Study of Mark Twain's criticism

Reinhard C. Kuhn, Department of Romance Languages, University of Kansas: Publication subsidy: *The Return to Reality*

George Levitine, Department of Fine Arts, Boston University: Study of Pre-Romanticism in French painting from *Le Miracle des Ardents* of Doyen to *Le Radeau de la Méduse* of Géricault

Ralph N. Maud, Department of English, University of Buffalo: Dylan Thomas' unpublished manuscripts in Great Britain.

Paul E. McLane, Department of English, University of Notre Dame: Publication subsidy: *Spenser's Shepheardes Calender: A Study in Elizabethan Allegory*

F. DeWolfe Miller, Department of English, University of Tennessee: An identification, collection, and critical account of Walt Whitman's unique third-person writings about himself and his works

Albert J. Montesi, Department of English, St. Louis University: A chronological and evaluative account of the periodical *The Southern Review*

Mary Mothersill, Department of Philosophy, University of Chicago: *Character and Taste*: An analysis of aesthetic component of moral judgment

Julian L. Moynahan, Department of English, Princeton University: Critical study of D. H. Lawrence's fiction

John M. Muste, Department of English, Ohio State University: Role of the Spanish Civil War in changing the direction of 20th century literature

Allen W. Phillips, Department of Romance Languages, University of Chicago: Research on the work of Ramón López Velarde and other Mexican poets, 1920-30

James E. Phillips, Jr., Department of English, University of California, Los Angeles: Relationship of the Sidney-Spenser "Areopagus" and the Countess of Pembroke's circle to the Italian academies of the 16th century

Julius W. Pratt, Department of History, University of Buffalo: Cordell Hull as Secretary of State, 1933-44

Andrew J. Reck, Department of Philosophy, Tulane University: Studies in recent American philosophy

Merle E. Simmons, Department of Spanish and Portuguese, Indiana University: North American ideas and the independence of the Andean countries of South America

Milton R. Stern, Department of English, University of Connecticut: F. Scott Fitzgerald: A critical study

Aline M. Taylor, Department of English, Tulane University: Dryden's *MacFlecknoe* and its background in the Restoration Playhouse

Andrew P. Vayda, Department of Anthropology, Columbia University: Warfare in relation to ecology among shifting cultivators

Marx W. Wartofsky, Department of Philosophy, Boston University: Philosophy of Ludwig Feuerbach; study of his epistemology, natural philosophy, and critical work in the history of philosophy

Glenn E. Watkins, Department of Music, University of North Carolina: Don Carlo Gesualdo, Prince of Venosa, 1560-1613

Frank R. Willis, Department of History, University of Washington: Franco-German relations under the High Commission, 1949-55

# GRANTS AWARDED FOR SUMMER STUDY IN LINGUISTICS

Thirty-one recipients have been awarded ACLS Summer Study Grants in Linguistics in a competition which closed on March 15, 1961. Those awarded grants and the institutions they will attend are as follows:

## *For Study at the University of Texas (Institute of the Linguistic Society of America)*

Robert W. Blair, Instructor at Brigham Young University

William J. Bradley, Graduate Teaching Fellow at Tulane University

Olwen E. E. Closs, Teaching Assistant at the University of California, Berkeley

Louis Connick, Fulbright English Teacher at the No. 1 State High School, Burma

Calvert B. Cottrell, Undergraduate at Reed College

Richard N. Cowell, Teacher at Tarsus American College, Turkey

Steven G. Darian, Graduate student at New York University; Teacher in the New York City School System

Alain Y. Dessaint, Undergraduate at the University of Chicago

Judson G. Dimling, Jr., Undergraduate at Brown University

Gordon B. Ford, Jr., Graduate student at Harvard University

Marie T. Gavel, Graduate student at the University of Vermont

Glenn G. Gilbert, Graduate student at Harvard University

Naguib A. F. Greis, Graduate student at the University of Minnesota

Theodore A. Hansen, Graduate student at Arizona State University

Felicia E. Harben, Project Associate at the Center for Applied Linguistics

Robert Harrison, Graduate student at Columbia University

Kinsuke Hasegawa, Graduate student at the University of Tokyo

Yoshihiko Ikegami, Graduate student at the University of Tokyo

William T. Jones, Graduate student at Woodstock College

Tokuichiro Matsuda, Graduate student at Indiana University

Mary L. A. Morse, Graduate student at Columbia University

Fred C. C. Peng, Graduate student at the University of Buffalo

Jan L. Perkowski, Graduate student at Harvard University

Robert N. Phillips, Teaching Assistant at the University of Wisconsin

Bruce R. Stark, Graduate student at Columbia University

Toshiko Susuki, Graduate student at the University of Buffalo

Udom Warotamasikhhadit, Graduate student at the University of Michigan

*For Study at the University of Michigan*

Richard C. Bedford, Associate Professor at Michigan College of Mining  
and Technology

Allan R. Keiller, Graduate student at Harvard University

*For Study at the University of Oklahoma*

Clive Cripe, Assistant Lecturer at the University of Edinburgh

*For Study at the University of Washington*

Robert T. Rosin, Graduate student at the University of Chicago

## GRANT FOR RESEARCH ON THE NEAR AND MIDDLE EAST

In addition to the eight grants listed in the February 1961 issue of the *Newsletter* (page 6), the following award has been made:

Zekiye Eglar, Research Fellow, Center for Middle Eastern Studies, Harvard University, for study in Pakistan of change in its village communities.

NON-WESTERN STUDIES AND THE UNDERGRADUATE<sup>1</sup>

The inclusion of non-Western cultures and world affairs in the undergraduate curriculum, a "broad and enduring subject" that continues to be widely examined and discussed, has been of particular interest to the major foundations, and it has concerned the ACLS directly for its bearing both on education and on scholarship. For this reason our Regional Associates have been asked to report to what extent undergraduates at their institutions are studying non-Western materials, and for the past several months a member of the ACLS staff has given discontinuous attention to the subject.

Answers from the Associates and materials from other sources served as the basis of a staff report to the ACLS Board at its final meeting of the spring. The report's three main points on non-Western studies emphasized the problems faced by the small college, the utility of a clearing-house, and ways and means of introducing large numbers of undergraduates to the non-European world early in their college careers.

1. Reports from the ACLS Associates have brought out very clearly the striking contrast between the great university with new foreign-area centers, instruction in obscure languages, and contract projects overseas, and the college or university whose curriculum has changed only slightly since 1945. In many cases the latter type of institution has wanted to broaden and modernize its curriculum but has found that it could not compete for the services of area specialists who are in general demand, and who by preference go to the universities where they can continue their researches. This

<sup>1</sup> Summaries of the Associates' May reports on this topic will appear in a fall issue of the *Newsletter*.

problem is being solved in Indiana where a dozen colleges and universities are cooperating with Indiana University to extend foreign area study in their respective institutions. Half a dozen means have been employed to this end, but a recent report on the project gives first importance to faculty fellowships which enable Indiana college teachers to prepare themselves to teach area courses or at least to incorporate non-Western materials in existing courses. The project has a three-year grant from the Ford Foundation.

Without necessarily following a state or even a regional pattern, a similar cooperative arrangement could be centered on any university that is qualified to offer graduate instruction in Asian and African studies and world affairs. The cost of the enterprise would be handsomely covered if 10 to 15 percent of every foundation grant to such a university went into the promotion of non-Western studies at other, less-favored colleges and universities. If the major foundations made this 10 or 15 percent proviso a routine feature of all future grants, they might then well offer supplementary funds to recent grantees to carry out a similar purpose. The effect would at least check the widening of the gap between the haves and the have-nots.

2. There is evident need for a center or clearing-house designed to promote non-Western studies through the collection and dissemination of information, the publication of a modest Newsletter, and the distribution of teaching aids including films and tapes. Such a center might well be located at one of the Midwestern universities that has taken the lead in area scholarship and in cooperative projects for advancing the cause of non-Western instruction. Such a university would be aware of the necessity of stressing standards whenever new non-Western courses are under consideration.

3. Finally, in spite of the general broadening of the curriculum, the trend has not yet reached the great mass of the college population. Furthermore students who take courses in non-Western subjects usually do so in their junior and senior years. This means that the student makes his choice of a major, and decides on his emphasis within the major, before he has studied anything beyond the confines of our own western heritage. This costs the non-Western subjects an unknown number of promising scholars, and excludes these same scholars from what has been called "vast, exciting and untouched fields" for humanistic research.

Various solutions for this problem have been advanced. One is a world history course that all or most freshmen would take from choice or necessity. L. S. Stavrianos, professor of History at Northwestern University, has a Carnegie grant to design courses and write texts in world history at both high school and college levels, and he is at present at midpassage in this ambitious project. Michigan State University has re-shaped a Social Science course to augment its "international dimension and cross-cultural flavor" and next year 4,000 freshmen and sophomores will be taking the course in its 80 sections. The progress and outcome of this massive enterprise will be watched with keen interest.



Other possibilities have centered on existing introductory courses that are required of all underclassmen, or are at least taken by substantial numbers. Reports from our Regional Associates on the injection of non-Western materials in existing courses were generally negative, or, in some cases, hostile; but a few brought us premonitory indications that the beginning course is not of necessity confined to the materials or outlook of our own heritage, and that in certain disciplines significant changes are in prospect at the introductory level.

The change in history appears to be negligible. Historians have been active in non-Western scholarship and perhaps teach most of the upper-class courses that acquaint college students with non-Western civilizations. On the other hand they understandably decline to convert beginning courses in United States or European history into specialized courses on foreign policy or international relations, or to yield to external pressure to load them with blocks of unrelated material.

In economics the beginning course is occasionally given greater contemporary significance by the inclusion of sections on the problems of underdeveloped countries in Latin America, Asia and Africa and on the economics of the Soviet Union and Communist China in theory and practice. The change has not spread very widely, and beginning economics is not an undergraduate favorite.

Anthropology's interest in preliterate societies should serve us well in the combat with parochialism particularly in view of the anthropologist's significant contribution to Asian and African studies in recent years. Rather surprisingly, a California study suggests that the beginning course in Anthropology has not been particularly affected by current trends in scholarship. Physical Anthropology continues to outrank Cultural or Social Anthropology and the American Indian is successfully fighting off the pre-literates of Africa and Southeast Asia. Even so, it is possible that more college students are discovering the non-Western world through beginning courses in Anthropology than in any other way.

Traditionally the beginner in Political Science has taken a course in American government, but the course is in considerable disrepute in the discipline, and a significant change is now coming into prospect. Several Political Science departments have drastically re-worked their introductory courses to include varying combinations of international relations, contemporary political theory, and comparative government and politics. Such courses have not only served as effective introductions to the field but they also have acquainted the student with the dimensions and dilemmas of the contemporary world through a study of international crisis areas, Communism, and the government and politics of the Soviet Union, mainland China, and the emergent nations of Africa. The American Political Science Association is aware of the possibilities in such a course and has plans to encourage a move in this direction.



## FIFTY ASSOCIATES REPORT ON SUPPORT OF FACULTY RESEARCH

Fifty Regional Associates answered the ACLS question about their institutions' support of faculty research in time for summary in the June *Newsletter*. To convey a sense of the diverse content of the answers a representative number will be summarized individually after a larger number receive collective treatment.

About half our sample reported fairly traditional sabbatical practices; that is, a half or full year's leave on half a year's salary is given faculty members every seven years. Sabbaticals of this type are granted by a number of the institutions that are dealt with later and by Franklin and Marshall College, Oberlin College, Occidental College, Wake Forest College, Carnegie Institute of Technology, and the following universities: Arizona, Brown, Cincinnati, Clark, Colorado State, Duke, Harvard, Hawaii, Howard, Oregon, and Washington State. At the University of Alaska sabbaticals have been approved in principle but so far lack budgetary standing. The pay for sabbaticals at Wayne State University is equal "to the difference between the professor's present annual salary and the beginning salary for an instructor." Sabbaticals at Antioch College have varied 70 percent of salary, may now carry full salary on decision of the Administrative Council; and the University of Puerto Rico pays the full salary whatever the length of the sabbatical leave. The University of Toronto has increased the rate of periodic leave to one "sabbatical" in every five years.

In this group the privilege of sabbatical leave is customarily reserved for senior faculty, and in a considerable number of cases depends on administrative approval of a research project. Institutions that give sabbaticals often favor research by some lightening of teaching loads, and by arranging schedules to give every faculty member a free day a week in addition to Saturday. Some have funds for summer research, and a very few support research projects requiring leave between sabbaticals.

Among the institutions that give no sabbaticals, a number have provided research fellowships for faculty scholars with worthy projects. Such fellowships are free of periodicity, and thus may be arranged to coincide with the requirements of a particular research enterprise or with a national award of some type. Also such leaves may be granted to young instructors (long before they would be eligible for a sabbatical), and they may sustain a higher standard of living than a sabbatical year at half-pay. On the other hand they leave the great majority of the faculty with nothing comparable to the sabbatical break. Institutions in this class that are not mentioned later are California Institute of Technology, Upsala College, Vanderbilt University, and the Universities of Arkansas, North Dakota, Pennsylvania, Tennessee, Texas, and Wisconsin. There is here a considerable range in the degree to which the fellowship programs meet the research needs of the faculty.

A number of institutions provide neither sabbaticals nor faculty fellowships but make a variety of contributions, token or better, to faculty scholar-

ship. McGill University gives leave with half-salary to any faculty member who wins a fellowship from another source. Johns Hopkins may assist a faculty member who fails to find outside support for a project. The University of Florida gives active scholars three hours off their teaching load of 15 hours for instructors and assistant professors, 12 hours for associate and full professors. Full professors at St. Louis University are freed from teaching in alternate summers, associate professors may have every third summer off, in the interest of research. The faculty scholar at the University of West Virginia is given neither time nor money for research, but if he is in the Humanities area he may win a summer research grant provided by the Benedum Foundation.

Comments of the Associates ranged in tone from satisfaction bordering on complacency to resignation tinged with despair. In a number of institutions the support of faculty research has increased substantially in recent years, sabbaticals have been instituted or supplemented by other research grants, fellowships given for summer research, and the normal teaching schedule held to nine hours a week. On the other hand, the faculty fellowships which have been substituted for the sabbatical or otherwise instituted are often very limited in number and competition for them is keen. The sabbatical itself, useful, as it has been and is in the maintenance of morale, has its own limitations. The half-year sabbatical leave may be too short for solid accomplishment; and half-pay for the full year may worsen one's debtor status beyond endurance. Also sabbaticals sometimes come too late to resuscitate the scholar in the middle-aging professor. The array of national fellowships is impressive, but not all of them are adequate to the scholar's financial necessities. As reported in the May *Newsletter* Tulane University has solved this problem by bringing the inadequate fellowship up to salary level, but this commendable practice is not common.

The flow of research grants from outside sources has risen remarkably, but its effects have been highly selective and uneven. R. M. Quinn writes that research moneys at the University of Arizona have risen in five years from \$300,000 to more than \$4,000,000, but that about 90 percent of the total has gone into the natural sciences. Fritz Ringer mentions a similar imbalance at Harvard, but says the University can do little to correct it. The grants are obtained not by the University but by the professors acting as individuals or in groups. If the government, individuals, and research foundations are primarily interested in the natural sciences or in economics, Mr. Ringer says, the University "cannot significantly alter the balance" in favor of areas of relative neglect because Harvard itself puts little into faculty research. In contrast, the University of Texas has itself distributed some \$300,000 a year for faculty research and awarded it rather evenly between the Humanities, Sciences and Social Sciences, according to Archibald R. Lewis.

Few universities are able to subsidize faculty research on a similar scale, but the college or university has a clear obligation to do what it can if it

judges its faculty on their scholarly output or if it accepts the common assumption that sound education depends on a balance between teaching and scholarship. As the summaries below suggest, this obligation has been variously interpreted and met.

#### *Boston College*

Sabbaticals are under "preliminary discussion midst shot and shell" at Boston College, Norman J. Wells writes; but for two years fellowships have been offered faculty of "demonstrated research competence" who propose projects of "inherent value." The faculty member must have been at Boston College for at least six years; his grant may be for a term on full salary or a year at half. Three such fellowships were given in 1960 and three in 1961. Adjustment of teaching loads may be made for productive scholars, and faculty members in pursuit of doctorates may be given a grant which provides a summer free of teaching.

#### *University of British Columbia*

There are no sabbaticals in the strict sense at UBC, but leaves may be granted for approved research with 60 percent of salary and all fringe benefits. Peter Remnant writes that this is a new plan which is not yet adequately funded. The President's Committee on Research has \$60,000 a year for any aspect of faculty research except salary; and annually the University also receives \$60,000 from the National Research Council and \$10,000 from an anonymous donor for research, including "intellectual prospecting" during the summer. About half the NRC grant is awarded junior faculty to bring their annual income up to \$8,300. This frees them from the necessity of summer school teaching and gives them from May 1 to September 10 for research.

#### *University of Colorado*

Although the University has no sabbatical system, it has a "fairly liberal policy" of granting leave on full pay to faculty engaged in approved research. In general teaching loads are not reduced to favor research; in fact, teaching loads appear to be increasing to the detriment of scholarship. At the same time faculty are being judged less on their teaching and more on research and publication. Eugene Irely says that this is a difficult period of major readjustment for the University with results that remain to be seen. Some developments now observable may be deceptive in appearance or short-lived or both.

#### *Cornell University*

Sabbaticals are normally granted to all faculty members every seventh year, six months with pay, six months without. It is generally not difficult to get unpaid leaves every fourth year. There is no adjustment of teaching

loads at Cornell and funds for research are very limited, according to Eugene F. Rice. Funds for supplementing grants from outside or for summer research are "virtually non-existent."

#### *Dartmouth College*

Dartmouth grants sabbaticals every five years under the three-term system. One term's salary is paid for either a one or two-term leave. In addition the Trustees have just established a generous faculty fellowship which provides a free year at full salary as well as travel and other expenses up to \$2,500. Any faculty member above instructor's rank is eligible, but assistant professors will be favored. The fellowships will be awarded mainly to faculty members in areas where research money is scarce, such as the Humanities and certain of the Social Sciences. Ten fellowships will be awarded annually.

#### *Hiram College*

Whatever Hiram does for faculty research in time or money is not formalized. Paul I. Miller considers the administration liberal in giving aid, but can make no firm statement on the subject because all financial arrangements are "strictly unpublicized." Teaching and other duties may be adjusted for deserving scholars.

#### *Kenyon College*

Kenyon College grants sabbaticals to professors and associate professors in order of seniority, two leaves a year being currently available. There is the customary option of pay for a semester or half pay for the year with fringe benefits in either case. When an instructor has a research contract his teaching load is lightened. The college subsidizes summer research, but infrequently.

#### *University of Michigan*

The College of Literature, Science and the Arts at Michigan grants sabbatical leaves for research purposes with the usual formula, the countdown beginning when the instructor becomes an assistant professor. R. H. Super writes that the proposal of year-round operation has raised fears that research leaves will fall by the wayside altogether. The College provides incidental services for the faculty scholar, including typing manuscripts. Most of the College faculty are also on the graduate faculty and this opens up research grants ranging from the cost of microfilming to awards approximating salaries. The average annual sum of \$60,653 has gone into grants in the Humanities, and has kept up "pretty well with the needs."

*University of Mississippi*

The University grants sabbatical leaves of half pay for one semester or quarter pay for nine months after three years of regular-session teaching, and full pay for one semester or half pay for nine months after six years of such service. Sabbaticals are granted "for the purpose of professional improvement" and not for any other purpose. John Pilkington writes that by state law no more than four percent of the full-time regular faculty may be on sabbatical leave in any one year and no more than one member of a department may be on leave in any one semester. Little research income from outside sources goes into the Humanities, and the University's support of Humanities projects has been "lamentably small."

*Monmouth College*

There is no policy of regular sabbatical leaves at Monmouth but leaves are in fact occasionally granted on an individual basis. For five years the college has appropriated \$3,000 annually for summer research or writing projects. Grants have ranged from quite small amounts to \$600. Samuel Thompson estimates that about one-sixth of the faculty take advantage of these grants each year.

*University of Notre Dame*

Joseph W. Evans writes that Notre Dame does very little in the way of sabbaticals but the Administration says that raising a fund to provide for research leaves "is one of the things it most wants to do." Recipients of national fellowships are granted leave if they can be spared, and in such cases Notre Dame adds to the grant to cover travel or to raise the total to salary level. Teaching loads may be lightened for research, but a movement to raise the teaching load from nine to twelve hours a week threatens to make this boon illusory.

*Ohio University*

Ohio University does not grant sabbaticals or any other type of leave with pay. Leaves without pay may be granted, but the policy governing them "is extremely vague and fluid," writes Herbert Lederer. On the positive side a Faculty Research Committee supports scholarly projects from gifts and outside grants and the amount allocated annually has increased more than 130 percent since 1957-58. Grants may be used for equipment, supplies, salaries and wages of assistants, publications, summer research, etc.

*University of Oklahoma*

Sabbatical leave at half pay may be granted any faculty member on tenure after six years of service. Roy R. Male states that the half-pay would ordinarily have to be supplemented by an outside fellowship "if the faculty member is to survive for the year." The two greatest obstacles to

productive research at Oklahoma, in Mr. Male's opinion, are the ordinary twelve-hour teaching load and the "slim aid available in the summer (especially for those in the humanities and social sciences)."

#### *University of Pittsburgh*

Sabbatical leaves at Pittsburgh are awarded senior faculty who submit "convincing evidence" that they will carry out "scholarly endeavors which will advance their own professional standing and, upon their return to the University, enrich their teaching and research." The pay is half for the year, full for a semester. Eligibility is, as a rule, limited to associate or full professors who have held tenure for a minimum of six years with priority based on service. The University has lacked funds for much subsidy of summer research but has plans for research fellowships in the Humanities, Richard C. Tobias, reports.

#### *Reed College*

A sabbatical leave policy of the standard type was inaugurated at Reed in 1958-59. Special leaves for full and part-time research are common, and funds are being sought to give junior faculty members leave and research support after their first three years of college teaching. A foundation grant provides summer research fellowships for four faculty members a year for five years. Edwin N. Garlan concludes that the extent of Reed's encouragement of faculty research has grown rapidly during the past five years, but points out that "the vital relations between teaching, research and community need to be maintained" at a liberal arts college. Immoderate leave-taking could cause "the subversion of the teaching function;" what is needed is a balance "for which no exact rules can substitute for wise judgment."

#### *Swarthmore College*

The policy of Swarthmore on sabbaticals is a flexible one, Franz Mautner writes, but it is understood that research is an essential part of the faculty's activity and every effort is made to be liberal in the granting of leaves for that purpose. Leaves with pay may be granted as often as every four years depending upon the purpose of the leave and the requirements of the department. Modest funds are also available for summer activities designed to improve teaching and for incidental research expenses.

#### *Vassar College*

Faculty fellowships are granted at Vassar on the recommendation of a Research Committee elected by the Faculty. After five years of service faculty of any rank may apply. The Fellowship covers leave of one semester at full salary as well as payments for annuity and medical insurance. Applicants submit a research plan to the committee, and fellowships are given "on the basis of merit alone." Joseph Katz mentions an unusual source of

research funds: an apparently grateful graduating class. Summer research at Vassar is being financed from a fund of \$20,000 given by the class of 1959 which is to be spent over a five or six-year period. Grants from this fund are made on recommendation of the Research Committee and cover any research expense except living costs.

### *Yale University*

Howard R. Lamar reports that the senior faculty at Yale receive year-long sabbatical leaves with stipends of \$12,000 for full professors and \$8,500 for associate professors. Senior instructors and assistant professors in the Humanities are eligible for Morse fellowships which provide for a year's leave with salary. Several funds provide support for summer research and the University usually supplements fellowships from outside sources. Yale's sabbatical and leave policy resulted in one-sixth of the English and History Departments being on leave during 1960-61 with all ranks represented. In Science few faculty go on leave, but many hold research grants and teach only part-time.



## THE AMERICAN COUNCIL OF LEARNED SOCIETIES

The American Council of Learned Societies is a private non-profit federation of thirty national scholarly organizations concerned with the humanities and the humanistic aspects of the social sciences.

The object of the American Council of Learned Societies, as set forth in its constitution, is "the advancement of humanistic studies in all fields of learning and the maintenance and strengthening of relations among the national societies devoted to such studies."

The Council was organized in 1919 and incorporated in the District of Columbia in 1924. Its principal support comes from the philanthropic foundations, supplemented, on occasion, by government contracts for specific enterprises.

